



ACCESSIBILITY PLAN 2024 -2026



Document Status -

Policy Authors	Hollinswood Primary School & Nursery
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Committee/Approver of Policy	Health, Safety & Safeguarding Committee

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan.

Schools Duties around Accessibility for Disabled Pupils

The Equality Act 2010. Schools must implement accessibility plans which are aimed at:

1. Increasing the extent to which disabled pupils can participate in the curriculum.
2. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
3. Improving the availability of accessible information to disabled pupils.

Reasonable Adjustment Duty

The Equality Act requires schools and LAs to make reasonable adjustments to ensure that disabled pupils are:

1. Not at a substantial disadvantage
2. Enable pupils to participate in education and associated services. When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled pupils in terms of:
 - ✓ Time and effort
 - ✓ Inconvenience
 - ✓ Indignity and discomfort
 - ✓ Loss of opportunity and diminished progress

Responsibility of Schools & LA

ALL providers to make reasonable adjustments to avoid disadvantaging pupils with disabilities, but schools have an additional duty to plan for better access for disabled pupils.

Schools are required to prepare accessibility plans for their individual school and LA's are under a duty to prepare accessibility strategies covering maintained schools in their area.

The nature and content of plans will depend on size of school and resources available to the school.

Important that schools and LA share information on their plans so that LA accessibility strategy and individual schools' accessibility plans inform each other.

The reasonable adjustments duty and a wider and more strategic planning approach for schools are intended to complement each other.

Accessibility Plans Target 3 Areas

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the physical environment of schools for the purpose of increasing the extent to which disabled pupils can take advantage of education. and benefits, facilities or services provided or offered by schools.
3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Increasing the Extent to which Disabled Pupils can participate in the Curriculum.

- ✓ Improve the accessibility of the curriculum, covering both teaching and learning, trips and visits, after school activities and extended school activities.
- ✓ Planning - All schools must "use their best endeavours" to provide "high quality teaching that is differentiated and personalised" and which should "meet the individual needs of the majority of children and young people." (SEN Code of Practice 1.24).
- ✓ Demonstrate what actions the school is taking to increase access to the curriculum, particularly for those pupils with SEND.

Improving the Physical Environment of Schools.

- ✓ To enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- ✓ Reasonable adjustments may be needed to ensure equal access to the environment, including the creation of safe spaces, calming areas, and individual workstations.
- ✓ In order to ensure compliance with the Equality Act this is in reference to everyone accessing the building and not just the pupils.
- ✓ Support services from health, social care and education services are available to advise educational settings about suitable and reasonable adaptations to the inside and outside environment to help include pupils with SEND.

Accessibility at Hollinswood.

Hollinswood has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is physically, socially, and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

The table below is based on our current assessment of accessibility for all with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for all with SEND. Progress on these measures will be updated annually and reported to the governing body. Please note, this is a working document.

Accessibility Action Plan for Hollinswood Primary School & Nursery for 2024 - 2026

Outcome	Action	Responsibility	Success criteria	Timeframe	Review/Evaluation Questions.
1. Increasing the extent to which disabled pupils can participate in the school curriculum.					
<p>Continue to increase the extent to which SEN and disabled pupils can participate in the school curriculum.</p> <p>To ensure all learners have access to First Quality Teaching that takes into account the needs of all learners.</p>	<p>To seek relevant advice from outside agencies, such as Sensory Inclusion Service, OT, LSAT and EP and the school nurse, to complete, review and update risk assessments;</p> <p>Staff to take part in appropriate training, such as the Manual Handling, diabetes, asthmas, Epi Pen and feeding peg training.</p> <p>Subject coordinators in place for all subjects. Policies are updated and planning meets the requirements of the National Curriculum. Curriculum planning and implementation is led by a curriculum leader.</p> <p>Pupil Progress meetings held half termly. Staff to analyse half termly data and identify pupils or groups of pupils who may not be making good progress.</p> <p>Termly review meetings with SENCO for SEND pupils;</p> <p>Regular monitoring of SEN provision, data and progress to ensure that all learners needs are met and that appropriate progress is made.</p> <p>Relevant CPD for all staff.</p>	<p>Inclusion Leader All staff Class teachers Admin team</p>	<p>Guidance available to ensure procedures are in place for staff working with pupils with complex needs.</p> <ul style="list-style-type: none"> ✓ Graduated response ✓ Whole school provision ✓ Termly SEN meetings ✓ Support from the SENCO. <p>Pupils are clear how to behave in a safe manner within the school environment.</p> <p>Teachers deliver aa adapted curriculum to enable all pupils to have equal access to learning.</p> <p>Provision Maps, Behaviour Plans and IHCP for individual learners communicate clearly barriers to learning and put appropriate provision in place to support these barriers. Provision Maps are monitored and progress can be measured.</p> <p>Risk assessments completed for children attending school to enable parents to support child in their preferred setting.</p> <p>One Page Profiles are in place across the school that communicate briefly complex pupil's needs and support that is in place to support. These are to support;</p> <ul style="list-style-type: none"> ✓ Supply teachers ✓ Regular PE and Music teachers. 	<p>Ongoing</p>	<p>Do pupils make at least good progress in all subjects?</p> <p>Are all pupils able to access the school curriculum in line with their peers?</p> <p>Are there any groups of pupils that are not making at least expected progress?</p>

	<p>Ensure appropriate strategies are put in place to support with the end of key stage assessments. Pupils to have access to additional time, readers and any relevant resources such as enlarged scripts.</p> <p>SENCO responsible for monitoring, evaluation and review of ISF, EHCP's and Provision Maps to ensure provision is appropriate.</p> <p>SENCO role to support staff to ensure the curriculum is accessible to all through adaptive teaching strategies.</p> <p>Improving communication and engagement with parents.</p> <p>SENCO responsible for ensuring appropriate resources are made available.</p> <p>Extra-curricular opportunities are made available for all children and reasonable adjustments are made.</p> <p>Developing the pastoral team to effectively work with families of vulnerable children to sign post to appropriate services and support.</p>		<ul style="list-style-type: none"> ✓ TAs working in class ✓ Transition process. <p>The relevant SEND Policies are reviewed and updated regularly. These are shared on the School Website and agreed by governors.</p> <p>Planning documents will indicate adaptations to be made to lessons.</p> <p>SENCO led on adaptive teaching CPD.</p> <p>SENCO to monitor and evaluate provision in lessons.</p> <p>Termly meetings with SEN parents in conjunction with class teacher and SENCO.</p> <p>Drop-in sessions/Coffee sessions to always have an SEN focus. Targeted parents to attend.</p> <p>Inclusion Leader to refine roles and responsibilities of pastoral team.</p>		
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2. Improving the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by schools.

<p>Achieve an accessible school site for all including pupils, staff and visitors.</p>	<p>See appendix 1 below. Please note, this is a working document.</p> <p>Include accessibility audit on Health, Safety & Safeguarding Committee agendas.</p>	<p>Health & Safety Committee</p>	<p>Actions identified in response to Health & Safety checks.</p> <p>Adaptions are made to ensure the school is accessible to all.</p>	<p>Ongoing</p>	<p>Is there appropriate accessibility for all pupils?</p>
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<p>Ensure emergency evacuation systems are set up to inform all pupils, including pupils with SEN and disability.</p>	<p>Personal, Emergency, Evacuation Plans are in place for all pupils where it is deemed necessary.</p> <p>PEEPs are reviewed and updated at least annually by class teachers with parents.</p> <p>The Business Manager to ensure that these are in place and reviewed appropriately.</p>	<p>Admin team Class teachers Parents</p>	<p>When necessary, PEEPs are in place and up to date.</p>	<p>On going.</p>	<p>Are plans in place to ensure the safe evacuation of all pupils? Are these plans updated and reviewed?</p>
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3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

<p>Written materials to be available in a variety of alternative formats to support parents of EAL children and pupils with Vision Impairment.</p>	<p>The school to access services such as Sensory Inclusion Service & MDT for support in converting written information.</p> <p>Ensure use of EHCP funding to enable a appropriate training and resources if required.</p> <p>School website has a translate function (Not for uploaded documents).</p> <p>Pastoral/Admin team to support parents to access relevant information and complete relevant administrative tasks.</p>	<p>SJ Class teachers Pastoral team.</p> <p>SENCo Class teachers</p>	<p>All parents have access to information provided by school that they can read.</p> <p>Parents are able to communicate via class dojo to enable them to translate.</p> <p>All pupils, including those with vision impairments, to be able to access written resources in class.</p> <p>Translator service offered to new families on induction and also in any pastoral/SEN meetings.</p>	<p>Ongoing</p>	<p>Are parents able to access information provided by school?</p> <p>Do all pupils have appropriate resources in class? Are there reading materials available for pupils with VI?</p>
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Detailed Physical Access Check List

Consider each question from the perspective of each type of disability

1 of 9 Approach and Car Parking

	Question	Yes	No	Action to be taken and recorded in Access Plan
1	Is the building within convenient distance of a public highway?	Yes		
2	Is the building within convenient distance of public transport?	Yes		
3	Is the building within convenient distance of car parking?	Yes		
4	Is the route clearly marked/found?	Yes		
5	Is the route free of kerbs?		No	Some areas of the car park have a kerb however they are dropped in appropriate places to allow access.
6	Is the surface smooth and slip resistant?		No	As much as it possibly can be but in cold/icy weather it can be slippy. In cold weather grit is put down by caretakers.
7	Is the route wide enough?	Yes		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	Yes		Sometimes branches from bushes/trees can overhand onto pathways. We have a grounds maintenance contract in place.
9	Is it adequately lit?	Yes		
10	Is it identified by visual, audible and tactile information?	Yes		
11	Is there car parking for people with reduced mobility?	Yes		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	Yes		
13	Is the car parking as near the entrance as possible?	Yes		
14	Is the car parking are suitably surfaced?	Yes		

15	Is the route to the building kept free of snow, ice and fallen leaves?	Yes		Leaves can sometimes be an issue but this is part of the caretakers daily duties.
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)		No	The entrance path/driveway is on a hill.

2 of 9 Routes and external level change including ramps and steps

	Question	Yes	No	Action Point
1	Is there a ramp, with level surfaces at top/intermediate /bottom?	Yes		There are ramps on most entry/exit doors
2	Is it wide enough and suitably graded?	Yes		
3	Is the surface slip resistant?	Yes		
4	Are there kerbs and are there edges protected to prevent accidents?	Yes		Any ramps have rounded/smooth edges.
5	Are there handrails to one or both sides?			Seek advice from Building Surveyor.
6	Are there (alternative) steps & ramp	Yes		
7	Identified by visual/tactile information?		No	Seek advice from Building Surveyor.
8	Are ramps and steps adequately lit?	Yes		
9	Are treads and risers consistent in depth and height?	Yes		
10	Are all nosings marked and/or readily identifiable?		No	Seek advice from Building Surveyor.
11	Are landings of adequate size and are they provided at intermediate levels in long flights?			N/A

3 of 9 Entrances – including Reception

	Question	Yes	No	Action Point
1	Is the door clearly distinguishable from the façade?	Yes		
2	If glass is it visible when closed?	Yes		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	Yes		
4	Does it have a level or flush threshold, and a recessed matwell?	Yes		

5	Is there visibility through the doorway from both sides at standing and seated levels?	Yes		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?			Check on next H&S walk. Seek advice from Building Surveyor.
7	Can the door furniture be used at both standing and seated height?			Check on next H&S walk. All at disadvantage as doors are heavy. Seek advice from Building Surveyor.
8	Can it be easily grasped and operated?			No. See above. Seek advice from Building Surveyor.
9	If the door has a closer mechanism does it have: <ul style="list-style-type: none"> • Delayed closure action? • Slow-action closer? • Minimal closure pressure? 	Yes		
10	If the door is power-operated does it have visual and tactile information?	Yes		For Farah main entrance only.
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	Yes		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	Yes		
13	Do lobby layouts enable all users to clear one door before going through the next?	Yes		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?			Check on next H&S walk.
15	Does the lighting installation take account of the needs of visually disabled people?			Check on next H&S walk.
16	Are floor spaces <ul style="list-style-type: none"> • Slip resistant, even when wet? • Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion? • Firm for wheelchair manoeuvre 	Yes		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Yes		

18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Yes		
19	Is it fitted with an induction loop?		No	Seek advice from Building Surveyor.
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		No	Seek advice from Building Surveyor.

4 of 9 Horizontal Movement and Assembly

	Question	Yes	No	Action Point
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Yes		
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	Yes		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	Yes		
4	Is turning space available for wheelchair users?	Yes		
5	Do natural and artificial lighting avoid glare and silhouetting?	Yes		
6	Are there visual clues for orientation?	Yes		
7	Do floor surfaces: <ul style="list-style-type: none"> • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation? 	Yes		
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	Yes		
9	Are there tactile signs and information for those with impaired vision?		No	Seek advice from Building Surveyor.
10	Is the maintenance of these items checked regularly?	Yes		
11	Is lighting designed to meet a wide range of needs?			Seek advice from Building Surveyor.

12	Is sufficient circulation space allowed for wheelchair users?	Yes		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Yes		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?			Seek advice from Building Surveyor.
15	Are all areas for assembly/meeting equipped with an induction loop system?		No	Seek advice from Building Surveyor.

5 of 9 Doors

	Question	Yes	No	Action Point
1	Do the doors serve a functional/safety purpose?	Yes		
2	If glass, are they visible when shut?	Yes		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	Yes		
4	Does the clear opening width permit wheelchair access	Yes		
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?			Seek advice from Building Surveyor.
6	Is any door furniture/handle at a height for standing/sitting use?			Seek advice from Building Surveyor.
7	Are door/handles clearly distinguished?			Seek advice from Building Surveyor.
8	Can the door furniture/handles be easily operated/grasped?			Seek advice from Building Surveyor.
9	If door closers/mechanisms are fitted do they provide the following: <ul style="list-style-type: none"> • security linkage? • delay-action closure? • Slow-action closure? • Minimum closure pressure? 	Yes		
10	Is door/mechanism function checked regularly?	Yes		

6 of 9 Toilets

	Question	Yes	No	Action Point
1	Is WC provision made for people with disabilities?	Yes		
2	Do all lavatory areas have slip-resistant floors?	Yes		
3	Are all fittings readily distinguishable from their background?	Yes		
4	Are all door fittings/locks easily gripped and operated?	Yes		
5	Can ambulant disabled for example, people who have diabetes, epilepsy, multiple sclerosis or cancer, manoeuvre and raise and lower themselves in standard cubicles?		No	Seek advice from Building Surveyor.
6	Is provision made for wheelchair users in disabled toilets?	Yes		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	Yes		
8	Is the location clearly signed?	Yes		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Yes		
10	Are the door fittings/locks and light switches easily reached and operated?	Yes		
11	Is there an emergency call system and is someone designated to respond?	Yes		Caretaker to check all designated disabled toilets (Bushell & Farah)
12	Can the emergency call system be operated from floor level?			Check on next H&S walk.
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	Yes		
14	Are the fittings arranged to facilitate these manoeuvres	Yes		
15	Are handwashing and drying facilities within reach of someone seated on the WC?			Check on next H&S walk.
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?			Check on next H&S walk.
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?			Check on next H&S walk.

18	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors?	Yes		
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?			Check on next H&S walk.

7 of 9 Fixtures and Fittings

	Question	Yes	No	Action Point
1	Is any server/counter accessible to all users, including those with hearing impairments?	Yes	No	Both reception areas have dropped counters. Induction loops not installed.
2	Is it possible for people with disabilities to serve as volunteers?	Yes		
3	Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities?	Yes		
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	Yes		
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		No	There is a kitchen in the Farah site with dropped counters/sinks. Sinks and countertops are not at reduced level in the staffrooms.
6	Are all relevant locations clearly signed?	Yes		

8 of 9 Information

	Question	Yes	No	Action Point
1	Is the building equipped to provide hearing assistance?		No	No induction loops.

2	Does lighting installation of the building take into account the needs of people with visual disabilities?			Check on next H&S walk.
3	Are there large-print versions of information about the building/activities available?	Yes		For some information.
4	Is there braille information available for people with visual disabilities?		No	

9 of 9 Means of Escape

	Question	Yes	No	Action Point
1	Is there a visible as well as audible fire alarm system?	Yes		On Bushell Site. Caretakers to check if any visual alarms on Farah.
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	Yes		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Yes		Regular fire drills. PEEPs in place for those that have been identified.
4	Is the evacuation strategy checked regularly for its effectiveness?	Yes		Regular fire drills for all staff and pupils.
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	Yes		By caretakers.
6	Are all fire warning devices and detectors checked routinely and regularly	Yes		By caretakers.

Action Plan Review

Date	Reviewed By	Action
09/11/2023	Sam Jones (SENCO)/Donna O'Reilly (SBM)	Reviewed current Accessibility Plan and updated where needed.
12/01/2024	Sam Jones (SENCO)/Donna O'Reilly (SBM)	Follow-Up to previous review date.
28/02/2024	Health & Safety Governors	Review Audit on H&S Walk.
12/03/2024	Health, Safety & Safeguarding Committees	Review Accessibility Plan to Date.

